



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Miri Melyd
Ysgol Melyd
Ffordd Pennant
Meliden
Denbighshire
LL19 8PE**

Date of inspection: March 2019

by

Care Inspectorate Wales (CIW)

and

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Miri Melyd

Name of setting	Miri Melyd Fun Club
Category of care provided	Full day care
Registered person(s)	Clare Dyche
Responsible individual (if applicable)	N/A
Person in charge	Clare Dyche
Number of places	48
Age range of children	2 to 12 years
Number of children funded for up to two terms	5
Number of children funded for up to five terms	0
Opening days / times	08.00 – 18.00
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide an 'Active Offer' of Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use their service. We recommend that the service providers considers Welsh Government's 'More Than Just Words' follow on strategic document for Welsh language in social care.
Date of previous CIW inspection	21/03/2017
Date of previous Estyn inspection	01/02/2014

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Dates of this inspection visit(s)	26/03/2019
Additional information All children in the playgroup speak English as their home language.	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Ensure that planning develops children's skills systematically
- R2 Improve the use of observation and assessment to inform the next steps in children's learning
- R3 Strengthen self-evaluation processes to identify and address all areas for improvement

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Wellbeing: Good

Nearly all children make independent choices and decisions about their play and learning successfully. For example, when playing outdoors they choose whether to participate in adult led activities or independent self-directed play. Nearly all children speak with clarity and express their feelings effectively. For example, during group time, children share how they feel whilst others listen to them with courtesy. They speak to visitors confidently and share their opinions about the service they receive. Most have a good understanding that practitioners value their views and ideas. Most children make positive contributions to ideas for themes and topics and to the way the setting is organised, for example by creating the rules of the Miri Melyd club.

Nearly all children are settled and cope well with separation from their parents. They develop positive emotional attachments with practitioners, eagerly approaching them on their arrival with smiles and hugs. Nearly all are familiar with their regular consistent carers and as a result, they feel safe, secure and relaxed. They are beginning to develop familiarity with each other and most are forming warm and respectful relationships successfully.

Nearly all children co-operate well and take turns. They respect others and the environment. For example, they help to tidy away the books neatly and ensure the lids are put back on the pens. They are learning to understand the feelings and emotions of others well and a few are developing a strong understanding of the concept of sharing. For example, when told by another child that a toy was their own from home, the child responded politely asking if they could share.

Nearly all children express enjoyment in the variety of engaging and interesting activities available. They find activities such as a bug hunt exciting and participate enthusiastically showing delight in their discoveries. Most children sustain interest in activities for appropriate lengths of time and persevere well, for example when completing wooden jigsaws. Nearly all children receive regular and meaningful praise and encouragement, which provides them with a sense of achievement in what they do.

Nearly all children develop emotionally, physically, socially and creatively through their play and achieve well. They develop their independence effectively and are confident to complete tasks for themselves. For example, they pour their own drinks skilfully and wash up their own cups and plates after snack competently.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

Nearly all children make good progress in developing skills from their individual starting points. They enjoy their learning, make confident choices and engage well with adults and other children. Many children persevere well for sustained periods and when mastering a skill such as riding a bike up hill.

Nearly all children are developing good communication skills. Most are eager to engage in discussion with adults and their peers. They speak clearly and with confidence about what they are doing using sentences and descriptive words. For example, when considering real life contexts, children think of reasons why the bird feeders were empty and share these using full sentences. Nearly all children listen well to familiar stories, responding well to questions about the text. Most join in with familiar Welsh and English songs and rhymes with enthusiasm.

Nearly all children show an enjoyment in reading and many use the reading area as a library in their role-play. Most treat books with care, making sure that they are the right way up, turning the pages independently and returning them to the area when they have finished. Nearly all use a range of writing instruments with increasing confidence and most use a recognisable grip well to mark make. Most children write their name with support and a minority are beginning to do this independently.

Most children make good progress in developing numeracy skills. They are beginning to use them confidently in a range of contexts. For example, most use mathematical language such as longer, shorter, faster, and slower competently during their play. Most count up to ten with support and the majority can count up to five accurately. Many children count up to three independently, for example, when counting fruit for snack.

Most children use information and communication technology (ICT) skilfully to solve problems. For example, children programme electronic toys confidently around a floor grid until they stop on a specified shape, number or colour. Many use an electronic tablet with increasing control.

Nearly all children enjoy physical activities and most are developing good skills using outdoor equipment such as bikes, scooters and cars. Many run, jump and hop on one foot with increasing confidence. Most children use a range of small instruments such as toothbrushes, magnifying glasses and trowels with increasing skill. Nearly all children develop good personal social and emotional skills. For example, they behave well, take turns when sharing bikes and listen to others when sharing their views about their favourite food at circle time.

Nearly all children take pride in their work and develop their creative skills well. For example, they use modelling material and equipment skilfully to make individually designed caterpillars.

Most children develop and use Welsh in daily routines successfully. For example, the 'Helpwr Heddiw' takes the register in Welsh and most children answer confidentially using 'yma'.

Care and development: Good

Practitioners have a clear understanding of how to keep children safe and healthy and follow the setting's policies and procedures carefully. They are caring and

supportive. All practitioners have a good understanding of how to treat accidents, record incidents and administer medication safely. They follow, model and encourage positive hygiene practices effectively. Practitioners understand their responsibilities in relation to safeguarding well. They have completed relevant training and a few have attended specialist safeguarding training specific to the age of children they are caring for. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners provide children with a selection of varied and nutritionally balanced meals and snacks. They promote healthy lifestyles successfully and encourage children to explore a range of different tastes and textures. Practitioners provide beneficial activities for children to ensure they are physically active. For example, they plan worthwhile daily opportunities within the children's routine for adult-led and independent physical activity. They encourage children to spend time outdoors and introduce them to good dental hygiene routines enthusiastically.

Practitioners act as positive role models for the children and provide a nurturing environment. They know the children very well and have a clear understanding of their needs and their individual preferences. They use positive behaviour strategies consistently and deal successfully with any discontent. As a result, children cooperate respectfully with practitioners and their behaviour is good. Practitioners plan interesting and age appropriate visits and activities, which appeal to the children, for example by planning a trip to a petting farm during a recent school holiday.

All practitioners encourage positive language development by extending children's play successfully through open-ended questions and prompts. For example, when children are talking to each other on the internal telephones, practitioners extend the language opportunities expertly. Nearly all practitioners facilitate the play process effectively and create opportunities to extend children's play skilfully. They show a secure understanding of their own impact on the play process. For example, practitioners encourage children to take the baby dolls on an 'outing' to the 'library' and as a result, children engage positively and enjoy looking at the books whilst continuing their role-play.

Leaders have effective arrangements in place to support children with additional learning needs. Practitioners ensure that parents are well informed about their child's progress and are fully involved in all decisions. Practitioners work beneficially with wider agencies to ensure that they meet children's needs successfully.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

Practitioners have established strong relationships with children. They work together well as a team and provide positive role models for the children.

Practitioners support children effectively to develop confidence and independence. They know the children very well; they are sensitive to their individual needs and are skilled in recognising how and when to assist appropriately to support learning. Most practitioners make effective use of praise and encouragement to enhance learning and wellbeing.

Nearly all practitioners work together to plan a good range of worthwhile learning experiences to reflect the ethos of the foundation phase, responding to and following children's interests well. They make beneficial use of the indoor and outdoor space to provide interesting activities that engage children successfully across nearly all areas of learning. Many practitioners use questioning effectively to encourage children to extend their learning well. Practitioners make good use of opportunities to provide authentic learning experiences for children such as inviting a local refuse collector to visit the setting to help children understand why it is important to recycle waste materials.

Practitioners identify skills in focused and enhanced provision appropriately. They plan a range of interesting tasks to support children's development. However, they do not always plan skills systematically enough to ensure that all children have suitable opportunities to develop and build on their individual skills progressively. This is particularly evident in planning for ICT.

Practitioners carry out regular observations of the children and they discuss individual progress informally. They share children's progress effectively using a beneficial tracking system and individual assessment records. However, practitioners do not use assessment information well enough to inform next steps for learning for all children, particularly the most able. Practitioners provide parents with valuable feedback about their child's achievements and progress.

Practitioners provide effective opportunities to develop children's personal, social, cultural and moral development. They make valuable use of the wide range of good quality resources in the setting to develop children's understanding of a range of cultures. For example, they use multi-cultural clothes for dressing up, cookbooks, storybooks and games. Practitioners make good use of opportunities for children to develop a sense of curiosity about the world around them. For example, they encourage the children to find and investigate spider webs in dark corners of the outdoor area by sprinkling flour so that they can be seen clearly.

Practitioners model and promote the use of Welsh consistently well during focussed sessions and daily routines. They plan beneficial opportunities for children to learn and experience the culture and traditions of Wales such as singing Welsh songs, listening to Welsh stories and celebrating St David's Day.

Environment: Good

The leader ensures that the environment is safe and secure. Leaders have established daily safety routines that help to ensure the smooth and safe running of

the setting. The setting has appropriate procedures in place to monitor the cleanliness, safety and security of the environment sufficiently. Leaders have a range of suitable risk assessments, which are updated regularly. However, these are not always specific to the setting to enable them to consider all risks effectively enough.

Practitioners provide regular opportunities for children to take challenging yet age appropriate calculated risks in their play. For example, children enjoy climbing the low branches of a tree in the outdoor area. They work collaboratively with the premises owner to ensure that the environment is well maintained, clean and suitable for the children's use.

The thoughtful layout of the indoor environment and the provision of age appropriate furniture promotes children's independence well and ensures the whole environment is considered successfully from the child's perspective. However, there are limited opportunities for older children to relax in the out of school provision. Children have direct access to bathroom facilities from the main playroom and they are motivated to hang their coats and belongings up independently because of the low-level coat hooks provided. Practitioners make good use of the engaging outdoor area to develop children's learning and play. They ensure that children are supervised appropriately in all areas. Practitioners manage the children's safety outdoors well.

Practitioners utilise a wide range of 'real life' resources creatively to enhance children's play such as a real built in kitchen and wardrobe in the home corner. They actively encourage children to recycle. Children have access to a variety of natural and sustainable resources to use as an integral part of their play. Most resources are of good quality and promote equal opportunities and an awareness of cultural diversity well.

Leadership and management: Good

The leader is an experienced practitioner who leads the setting well. She has a clear vision for the setting and has established a positive and inclusive environment. The setting shares its values and aims successfully through its 'Parent Pack', statement of purpose, regular newsletters and daily interactions with parents and carers.

The leader undertakes an appropriate range of self-evaluation activities that enable them to identify many areas of strength and areas for improvement. All practitioners play a part in the process and parents and children contribute to the annual quality of care review. Leaders use the information from self-evaluation processes successfully to make improvements to the setting. For example, the setting developed the outdoor area to increase the range of authentic learning opportunities for children. However, in minority of areas, self-evaluation procedures are too generous to accurately identify all areas for improvement, such as the planning for developing children's skills.

All practitioners are well qualified and experienced. They have a good understanding of their roles and responsibilities and work together as an effective team to ensure

the setting runs smoothly. The leader has high expectations of all practitioners and challenges everyone to do their best. There are well-established and effective induction, supervision and appraisal process in place. As a result, practitioners understand what they do well and what they need to do to improve. The leader supports all practitioners well. They access relevant training and continue to develop their skills, for example on developing the foundation phase, physical literacy, behaviour management and mandatory courses such as first aid and food hygiene. Leaders comply with safe recruitment processes for all new appointments.

Leaders have established worthwhile partnerships, which enhance children's wellbeing and learning effectively. Partnerships with parents and carers are strong. Parents and carers feel welcome at the service and value the daily feedback they receive from practitioners. They express a high level of satisfaction with the service.

Leaders have established a strong partnership with the school and as a result, children at the setting have worthwhile opportunities to participate in the life of the school. For example, they join the school for special events and spend time playing in the nursery class. As a result of these opportunities, nearly all children are familiar with the school and staff and transition from the setting is smooth and successful.

The setting works effectively with the local authority advisory teacher and responds positively to advice to improve the quality of the service they provide.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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